

St. Patrick's Catholic Primary School
History instructional programme.



History Intent.

St Patrick's history curriculum aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions and to be able to explain and analyse historical evidence.

Throughout our curriculum, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. This is important to us at St Patrick's as we are such a diverse school.

Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.

Our history curriculum aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

Our curriculum enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum. For EYFS, the activities allow pupils to work towards the Understanding the world Early learning goals. We follow Development Matters as our assessment guide throughout the year while also covering foundational knowledge that will support them in their further history learning in Key stage 1.

History Implementation.

Our history curriculum is taught as a block once a term. Units are taught through discrete lessons each week allowing children time to become immersed in the subject. Teaching is whole class based and supported through appropriate differentiation where class teachers deem necessary.

Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives. Children will further develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. The Kapow Primary timeline supports children in developing this chronological awareness.

There are two EYFS units on KAPOW focused on each of the history-related Development Matters

statements. These units consist of a mixture of adult-led and child-initiated activities. In Key stage 1 and 2, units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history.

Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress, they will create their own historical enquiries to study using sources and the skills they have developed.

Our history curriculum follows the spiral curriculum model where previous skills and knowledge are

returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive

and disciplinary concepts by experiencing them in a range of historical contexts and periods.

Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

Within our school, long term curriculum planning for History is created with the use of Kapow History Scheme to allow us to ensure each unit is covered in accordance with the National Curriculum. Guidance for how to adapt the teaching is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.

Year Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		How have toys changed?	How am I making history?		How have explorers changed the world?	
Year 2		How did we learn to fly?		What is a Monarch?		How was school different in the past?
Year 3	Would you prefer to live in Stone Age, Bronze Age or Iron Age?		How have children's lives changed?		Why did the Romans settle in Britain?	
Year 4	How hard was it to invade and settle in Britain?			Were the Vikings raiders, traders or settlers?	What did the Ancient Egyptians believe?	
Year 5	What was life like in Victorian England?	What does the census tell us about our local area?	Unheard histories: Who should feature on the £10			
Year 6		How did the Maya compare to Anglo-Saxons?	What did the Greeks ever do for us?	What was the impact of WWII on the people of Britain?		

History Lesson Structure

Starter:

Each lesson starts with a 'recap and recall'. The children may be given questions or scenarios in which children must think about their prior knowledge and apply this. Children may be asked to think back to knowledge:

1. From the last lesson.
2. From previous units, when building upon chronological knowledge.
3. A question from the beginning of the unit.

This weekly retrieval practice will aid in the building of a web of schema, allowing the children to make links and embed their learning from working memory to long term memory. If pupils struggle with this activity, intervention or a focus group will be needed before moving on.

This activity should take no more than 10 minutes at the start of the lesson and is resourced by kapow at the start of each lesson.

Here are some examples:



Speak like an expert

Work with a partner - take it in turns to present a new fact about the Egyptian pyramids for one minute.

Questions

- ✓ How long ago is living memory? (The past 100 years.)
- ✓ What was childhood like for your parents and grandparents?
- ✓ What is a timeline? (A line to show the order of important events in the past.)
- ✓ Where do you start looking on a timeline? (Now, then look back.)

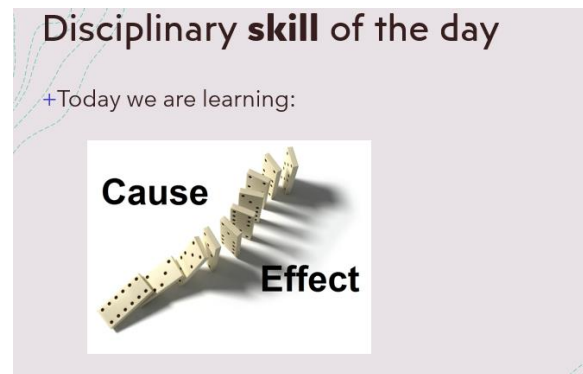


Greece city-states

- ✓ Would you rather live in Athens or Sparta? Why?
- ✓ What did the Athenians introduce?
- ✓ Does this still influence us today?

Disciplinary knowledge

If working on disciplinary knowledge (historical enquiry, disciplinary concepts) the children should know which ones they are being taught to use in their lesson. Teachers may find your lesson includes multiple disciplinary knowledge strands; however, teachers should pick their main focus ones to display to the children. Teachers may insert this into a slide, or into the children's LO/success criteria.



Kapow have a detailed 'progression of skills' document which informs teachers how the strands of skills, both Substantive knowledge strands and Disciplinary strands, are built upon in each year group.

A condensed document can be found titled 'disciplinary knowledge guide for teachers' in the curriculum, history folder which defines and gives example of each skill. After looking at the kapow lesson, teachers can then decide which skills apply to their lesson.

Main event - KAPOW:

Each Kapow lesson plan covers one lesson and includes a 'hook' and a 'main event'.

When planning, teachers will ensure that their lessons cover both substantive knowledge and disciplinary knowledge.

Kapow is a resource, so teachers are able to add/remove as they see fit for their class.

KAPOW includes way to support and challenge children.

Teachers can adapt planning to support the needs of our children who are working towards expected goals by giving them:

- Vocabulary to use (in their books, on the classroom walls etc). Vocabulary can be pre-taught to these children.
- Sentence stems.
- Drama/artefacts/visual and practical resources to support learning.

KS1 – Record work / evaluations in 'Big Books'.

KS2 – Record work in topic/history books.

Plenary:

As part of their front cover, the children should have their 'big question' displayed with space to write around it. This will be called their 'knowledge organiser'. This will

History Year 1 – Autumn 2 – How have toys changed?



What do we know about this topic?

act as a pre-assessment tool during the first lesson to see what the children already know. At the end of **every** lesson, the children should add something new they've learned to their front cover and date it. The purpose of this is to embed learning into the children's long-term memory. This knowledge organiser will be part of the front cover to every topic. In KS1 this will be done as a class inside their big book.

Vocabulary

Learning new language and building upon previously taught vocabulary is important in history. On the children's front cover of their topic, their main vocabulary can be displayed with the opportunity to write definitions of these words during a lesson. In EYFS/KS1 vocabulary may be written and displayed on topic walls/big books and definitions regularly recapped and discussed. The topic's key vocabulary can be found on kapow. When children learn a new word or come across a word in a lesson, they can write a definition on their vocabulary page.

Key vocabulary:

Artefact
Century
Decade
Different
Evidence
Historian
living memory
modern
now
past
present
remember
sequence
similar
source
special

History Year 1 – Autumn 2 – How
have toys changed?



Timelines

A timeline should be displayed in each of the children's books. The timeline will include previous topics learned in school as well as their topics for this year (with a dot next to them). This is so that they can see where their current topic fits in with their growing knowledge of chronology.

Assessment:

Pre-assessments will be completed on their 'front cover knowledge organiser' on the first day of teaching.

Post assessments can be found under each unit on Kapow. Post assessments are essential. These assessments can be edited by teachers if necessary. Post assessments review substantive knowledge while teacher judgement will be used for disciplinary knowledge.

KS1: Record children who are 'developing' and 'confident'.

Yr 1 – can be completed in small groups and filed in folders or in their big book.

Yr 2 – can be completed independently and filed in folders.

KS2 – printed and stuck into History Books.

